

# Blessed Sacrament Catholic Primary School



## Geography Policy

*“Aim high – live life to the full”*

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Ratified by Governors	
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Signed Chair of Governors	
Signed Headteacher	C Davey

## **Geography at Blessed Sacrament Catholic Primary School**

At Blessed Sacrament Catholic Primary school we firmly believe that the high quality teaching and learning of Geography should inspire all of our pupils to develop a curiosity and fascination about the world and its people that will remain with our children for the rest of their lives. As a school we strive to equip all of our pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Through our delivery of the Creative Curriculum, we can ensure our children develop the appropriate Geographical knowledge and skills.

### **Aims**

The teaching of Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Teaching and Learning Styles**

The school uses a variety of teaching and learning styles in Geography lessons. The principal aim is to develop children's knowledge, skills and understanding in Geography. Teachers ensure that our children have various opportunities to apply their knowledge, understanding and skills which is underpinned by the Creative Curriculum that inspires children to become Geographers of the future. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

### **Early Years Foundation Stage**

Children in EYFS have the opportunity to develop their geographical knowledge and skills through the specific area of learning; Knowledge and Understanding of the World.

### **Geography in Key Stage 1**

Our children at Blessed Sacrament Catholic Primary School should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### ***Location knowledge***

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### ***Place knowledge***

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### ***Human and physical geography***

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### ***Geographical skills and fieldwork***

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **Geography in Key Stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### ***Location knowledge***

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### ***Place knowledge***

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### ***Human and physical geography***

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### ***Geographical skills and fieldwork***

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Curriculum Planning and Resources**

At Blessed Sacrament Catholic Primary School we deliver Geography in line with the Creative curriculum. We carry out the curriculum planning in Geography linked to a whole year topic. We plan the activities so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Resources are organised by the Teacher/Learning Support assistants directly related to the driver question. Years 1, 2 and 3 also have the opportunity for continuous provision where the children can independently access and develop their geographical enquiry allowing for learning in the absence of an adult; ensuring that there is challenge and support in all areas for all children and appropriate resources are provided.

## **Assessment and recording**

Teachers use formative and summative assessment. Each year group meets termly to input the Creative Curriculum data using our bespoke assessment document. This allows for moderation to take place across the year group, each term. Completing this as a year group highlights aspects of the curriculum which have been delivered, as well as indicating strengths and areas for

development, which is fundamental in ensuring that all children at Blessed Sacrament Catholic Primary School progress.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leaders. The work of the subject leaders also involves supporting colleagues in the teaching of Geography.